DOCUMENT RESUME

ED 212 314 JC 810 627

AUTHOR Walleri, R. Dan
TITLE Three Year Follow-Up Study, 1977-1978. Opinions from 1977-78 Graduates and Former Full-Time Students.
INSTITUTION Mount Hood Community Coll., Gresham, Oreg.
SPONS AGENCY Oregon State Dept. of Education, Salem.
PUB DATE Sep 81
NOTE 62p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Education; Community Colleges; Education Work Relationship; *Graduate Surveys; Majors (Students); Participant Satisfaction; Questionnaires; Salaries; *Self Evaluation (Groups); State Surveys; Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup

ABSTRACT

A 1981 follow-up study of graduates and former full-time students from 1977-78 was conducted by Mt. Hood Community College (MHCC) to determine the effectiveness of MHCC vocational programs in preparing students for employment and/or continuing education. Graduates were defined as associate degree or certificate recipients and non-graduates were identified as former students who completed at least 12 units during a quarter in 1977-78 and did not return in Fall, 1978. A questionnaire, mailed or administered by telephone, sought information on major program; objective in attending MHCC; continuing education at MHCC or other educational institutions; transfer credit; satisfaction with advising, training, and placement; employment status; relevance of job to MHCC program; income; and satisfaction with services offered at MHCC. Reported findings are based on responses from 431 graduates and 477 non-graduates. Vocational majors accounted for 79% of the graduate respondents and 44% of the non-graduate responses. Findings indicated that the majority of graduates and non-graduates were employed in jobs related to their MHCC programs and were satisfied with their training and employment. Continuing education was reported by 33% of the graduates and 48% of the non-graduates. Data tables and the survey instrument are included in the report and 1981 results are compared to a 1977-78 institutional study of the same subjects. (KL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212314

THREE YEAR FOLLOW-UP STUDY
1977-1978
MT. HOOD COMMUNITY COLLEGE

Opinions From 1977-78 Graduates and Former Full-Time Students

R. Dan Walleri

Research Office

September 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Dan Walleri

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THIS PROJECT HAS BEEN PARTIALLY FUNDED THROUGH A SPECIAL GRANT FROM THE OREGON DEPARTMENT OF EDUCATION.

JC 810 627

FINAL REPORT
FOR OREGON DEPARTMENT OF EDUCATION

PROJECT TITLE: THREE-YEAR FOLLOW-UP STUDY OF 1977-78 (MT. HOOD) COMMUNITY COLLEGE VOCATIONAL PROGRAM GRADUATES AND EARLY LEAVERS TO DETERMINE THE EFFECTS OF VOCATIONAL TRAINING ON THEIR EMPLOYMENT.

INSTITUTION: MT. HOOD COMMUNITY COLLEGE
26000 SE STARK
GRESHAM, OREGON 97030

BACKGROUND

THIS DOCUMENT DESCRIBES THE NEED FOR, DESIGN AND RESULTS OF A THREE-YEAR FOLLOW-UP SURVEY OF MHCC GRADUATES AND FORMER FULL-TIME STUDENTS (EARLY LEAVERS) FROM THE 1977-78 ACADEMIC YEAR. THIS PART OF THE REPORT IS DIVIDED INTO THREE SECTIONS OUTLINING THE OBJECTIVES OF THE STUDY, DESIGN AND SETTING.

THE PRIMARY PURPOSE OF THE STUDY IS TO EXAMINE THE ABILITY OF MHCC VOCATIONAL EDUCATION PROGRAMS TO PREPARE INDIVIDUALS FOR EMPLOYMENT AND/OR CONTINUING EDUCATION. THE RESULTING INFORMATION SUMMARIZED IN THIS REPORT WILL BE USED FOR MHCC AND STATEWIDE PLANNING AND PROGRAM EVALUATION. THE RESULTS WILL ALSO BE USED IN MHCC CAREER COUNSELING.

THE SURVEY IS PART OF A PILOT PROJECT PARTIALLY FUNDED BY A GRANT FROM THE OREGON DEPARTMENT OF EDUCATION. THE RESULTS WILL HELP DETERMINE IF A THREE-YEAR FOLLOW-UP PROVIDES SIGNIFICANTLY MORE USEFUL INFORMATION

THAN THE CURRENT ANNUAL FOLLOW-UP STUDY. FURTHER, THIS STUDY WILL ASSIST IN DETERMINING THE COST EFFECTIVENESS AND FEASIBILITY OF ESTABLISHING A STATEWIDE THREE-YEAR FOLLOW-UP SYSTEM.

THE POPULATION FOR THE SURVEY IS THE 717 GRADUATES AND 1206 FORMER FULL-TIME STUDENTS SURVEYED IN MHCC'S 1977-78 ANNUAL FOLLOW-UP SURVEY. A GRADUATE WAS IDENTIFIED AS A 1977-78 ASSOCIATE DEGREE OR CERTIFICATE RECIPIENT. A FORMER STUDENT WAS IDENTIFIED AS A NON-GRADUATING MHCC STUDENT WHO COMPLETED AT LEAST 12 UNITS DURING A 1977-78 QUARTER AND DID NOT RETURN TO MHCC DURING FALL QUARTER 1978. OF THE 1923 STUDENTS, 939 OR 49% WERE VOCATIONAL MAJORS.

THE PERIOD OF JANUARY THROUGH FEBRUARY 1981 WAS USED TO GENERATE COMPUTER LISTS WITH NAME, ADDRESS, AND PHONE NUMBER FROM COLLEGE RECORDS, VERIFYING THE LISTS, CREATING LOG BOOKS, TYPING, AND STUFFING ENEVELOPES, ETC. THE SINGLE MAILING WAS CONDUCTED ON FEBRUARY 20 WITH A POST-CARD REMINDER MAILED ON MARCH 6.

THE TELEPHONE PORTION OF THE SURVEY BEGAN MARCH 16 AND WAS COMPLETED APRIL 1. THIS PART OF THE PROJECT WAS CONTRACTED TO OREGON ATTITUDES. PRIORITY IN THE TELEPHONE SURVEY WAS GIVEN TO VOCATIONAL STUDENTS. THE TELEPHONE SURVEY CONSISTED OF AT LEAST TWO CALLS TO EACH STUDENT WITH THREE OR MORE CALLS UNTIL THE STUDENT WAS CONTACTED OR INFORMATION ON THE STUDENT DEAD-ENDED. THE PRIMARY SOURCE OF INFORMATION ON THE STUDENT WAS COLLEGE RECORDS SUPPLEMENTED BY THE STUDENT'S FORMER DEPARTMENT, DIRECTORY ASSISTANCE AND LOCAL AREA PHONE BOOKS.

THE MONTHS OF APRIL AND MAY WERE USED FOR CODING, COMPUTER INPUT OF

DATA, AND EDITING. A TAPE OF THE DATA WAS SUBMITTED TO THE ODE AT THE END OF MAY. DURING JUNE THROUGH AUGUST, COMPUTER ANALYSIS OF THE DATA WAS CONDUCTED AND REPORTS PREPARED.

MAJOR ACCOMPLISHMENTS AND OUTCOMES

SIXTY PERCENT OF THE GRADUATES AND 40% OF THE EARLY LEAVERS RESPONDED. SEVENTY-NINE PERCENT OF THE RESPONDING GRADUATES WERE VOCATIONAL MAJORS AS WERE 44% OF THE EARLY LEAVERS. HIGHLIGHTS FROM THE STUDY ARE GIVEN BELOW WITH DETAILS PROVIDED IN THE ATTACHED STUDY PREPARED FOR THE COLLEGE.

HIGHLIGHTS

Respondent Characteristics

60% of the 1977-78 graduates and 40% of the former full-time students responded to the survey.

Of the graduate respondents, 79% were vocational majors while at MHCC with 21% lower division transfer. In comparison, 44% of the former students were vocational majors and 56% were LDC.

MHCC and Further Education

23% of the graduates and 30% of the former students responded that they had attended MHCC since 1977-78. Graduates returned primarily for self-enrichment courses, while former students returned to earn a degree, or additional transfer credits.

33% of the graduates and 48% of the former students have continued their education at another institution since leaving MHCC.

Most of these have attended an Oregon four-year public college with 29% of the graduates and 36% of the former students earning the four-year degree within three years.

Almost three-fourths of the graduates and more than 80% of the former students responded that MHCC studies were related to their continued studies.

MHCC and Subsequent Employment

71% of the graduates and 61% of the former students are currently employed full-time.

80% of the employed graduates and 52% of the former students see their present job as related to their MHCC program.

The reason given most often by vocational majors for being in an unrelated job is that they had found a better job. The reasons given by LDC majors included; not planning to work in field of study, found a better job, and working to support self in school.

The average salary for graduates employed full-time is $1265/month and $1158/month for former students. Vocational majors are earning $1232/month compared to $1180/month for LDC majors. Since 1978, the "income gap" has widened between graduates and former students while becoming less between vocational and transfer majors. The income gap has increased between men and women over this period.

91% of the respondents are satisfied or very satisfied with their jobs.

Evaluation of MHCC Instruction

75% of the LDC respondents rated their program courses as either good or excellent, and 74% rated their electives as either good or excellent.

88% of the vocational respondents rated their program's ability to prepare them for work as satisfactory or very satisfactory. In terms of help in finding a job, 51% rated MHCC as satisfactory or very satisfactory. Apparently many vocational students consider it their own responsibility to find a job. 26% answered this item as not applicable.

Evaluation of MHCC Student Services

74% or more of the respondents rated each student service listed as either satisfactory or very satisfactory.

Differences from Annual Follow-Up Studies

Vocational and LDC students tend to remain in and advance within their chosen field, at least for the three years covered.

Analysis of salary data suggests that the "income gap" widens between graduates and former students while becoming less between vocational and LDC students. The income gap has become larger between men and women.

The traditional distinction between vocational and transfer majors is somewhat arbitrary. A significant number of vocational majors continue their formal education and a significant number of transfer majors choose to enter the labor market as apposed to obtaining a four-year

degree.

SETTING

MT. HOOD COMMUNITY COLLEGE DISTRICT WAS FORMED IN 1965 AND BEGAN OFFERING CLASSES IN SEPTEMBER OF 1966. MHCC SERVES A 950 SQUARE MILE DISTRICT WITH ALMOST 200,000 PEOPLE LIVING WITHIN THE APPROXIMATE BORDERS OF 82ND AVENUE (CITY LIMITS OF PORTLAND) TO MT. HOOD AND FROM THE COLUMBIA RIVER TO BEYOND THE CLACKAMAS COUNTY LINE.

THE DISTRICT'S POPULATION HAS EXPERIENCED AN ANNUAL AVERAGE RATE OF GROWTH OF ALMOST 3% IN THE 1970S, WITH MUCH OF THIS INCREASE DUE TO IN-MIGRATION. THE DISTRICT IS PRIMARILY RESIDENTIAL WHICH IS REFLECTED IN THE FACT THAT MORE THAN 70% OF MHCC GRADUATES WORK OUTSIDE OF THE DISTRICT. THE UNEMPLOYMENT RATE FOR THE DISTRICT IS ESTIMATED AT ABOUT 5%. MINORITIES REPRESENT ABOUT 5-7% OF THE POPULATION.

IN 1966-67, MHCC HAD AN UNDUPLICATED HEADCOUNT OF 989 WHICH PRODUCED ABOUT 430 FTE. TODAY, MHCC SERVES OVER 20,000 STUDENTS A YEAR GENRATING ALMOST 6,000 FTE. ENROLLMENT IS COMPOSED OF ABOUT 40% VOCATIONAL, 45% LOWER DIVISION TRANSFER, AND 15% COMMUNITY EDUCATION.

PROBLEMS

THE FIRST PROBLEM ENCOUNTERED WAS THE INABILITY TO GENERATE COMPUTER LISTS WITH ADDRESS AND PHONE NUMBERS. IF A STUDENT GRADUATES OR LEAVES AND DOES NOT RETURN FOR SIX CONSECUTIVE TERMS, HIS/HER RECORDS ARE AUTOMATICALLY ARCHIVED (NO LONGER ON-LINE). AFTER THIS OCCURS, THE SYSTEM HAS BEEN DESIGNED TO ASSUME THAT ADDRESS AND PHONE NUMBER WOULD

BE UPDATED ONLY IF THE STUDENT RETURNED. THUS, WHEN THE 1977-78 GRADUATES AND EARLY LEAVERS WERE RESTORED FROM ARCHIVE THERE WAS NO INFORMATION RESTORED FOR ADDRESS AND PHONE NUMBER UNLESS THE STUDENT HAD RETURNED SINCE 1977-78. BECAUSE OF THIS PROBLEM, A MANUAL SEARCH OF COLLEGE RECORDS WAS REQUIRED FOR ABOUT 70% OF THE STUDENTS.

THE SECOND PROBLEM WAS THAT THE INFORMATION OBTAINED FROM COLLEGE RECORDS WAS OUT-OF-DATE AS WOULD BE EXPECTED. FOR SOME PROGRAMS, WE WERE ABLE TO CONSULT FACULTY MEMBERS AND LOCATE GRADUATES. ALTHOUGH THE PROCESS WAS TIME CONSUMING, IT WAS NOT AS DIFFICULT TO LOCATE THE STUDENTS AS WE FIRST THOUGHT. THIS IS REFLECTED IN THE RELATIVELY HIGH RESPONSE RATE ACHIEVED.

ANOTHER PROBLEM HAD TO DO WITH THE LENGTH AND COMPLEXITY OF THE QUESTIONNAIRE. FOR EXAMPLE, ON THE TELEPHONE PORTION OF THE SURVEY WE HAD TO DROP ITEM #16.

FINALLY, AND WITH REGARD TO TIMELINES, MORE TIME IS NEEDED FOR EDITING AND VERIFICATION OF THE DATA BEFORE IT IS SUBMITTED TO THE STATE.

EVALUATION

ALL OF THE OBJECTIVES IDENTIFIED IN THE PROJECT PROPOSAL WERE ACCOMPLISHED.

CONCLUSION AND SUMMARY

THE ABOVE DESCRIBED RESULTS INDICATE THAT A THREE-YEAR FOLLOW-UP SURVEY

IS FEASIBLE IN TERMS OF RESPONSE RATE. ANALYSIS OF THE BUDGET (SEE APPENDIX B) ALSO INDICATES THAT SUCH A SURVEY IS COST EFFECTIVE IN RELATION TO INFORMATION GATHERED. THE COST PER VOCATIONAL STUDENT IS ESTIMATED AT $19-20 AND $32-33 PER RESPONDENT. IN TERMS OF THE TOTAL SURVEY POPULATION (INCLUDING LDC MAJORS), THE COST PER STUDENT IS ESTIMATED AT $10-11 AND $22-23 PER RESPONDENT. THUS, THE COST IMPACT IS RELATIVELY SMALL FOR INCLUDING TRANSFER STUDENTS IN THE FOLLOW-UP SURVEY.

IN TERMS OF SUBSTANTIVE FINDINGS, THE SURVEY DOES ADD SIGNIFICANTLY MORE INFORMATION TO THAT GATHERED IN THE ANNUAL FOLLOW-UP SURVEY. WE NOW KNOW THAT VOCATIONAL AS WELL AS LDC STUDENTS TEND TO REMAIN IN AND ADVANCE WITHIN THEIR CHOSEN FIELD. ANALYSIS OF SALARY DATA SUGGESTS THAT THE ADDITIONAL TRAINING INVOLVED IN OBTAINING A DEGREE DOES LEAD TO HIGHER INCOME.

WE HAVE ALSO LEARNED THAT THE TRADITIONAL DISTINCTION BETWEEN VOCATIONAL AND TRANSFER MAJORS IS SOMEWHAT ARBITRARY. A SIGNIFICANT NUMBER OF VOCATIONAL MAJORS CONTINUE THEIR FORMAL EDUCATION AND A SIGNIFICANT NUMBER OF TRANSFER MAJORS CHOOSE TO ENTER THE LABOR MARKET AS OPPOSSED TO OBTAINING THE FOUR-YEAR DEGREE.

THE SURVEY RESULTS CLEARLY DOCUMENT THE BENEFITS OF VOCATIONAL EDUCATION IN PARTICULAR AND A COMMUNITY COLLEGE EDUCATION IN GENERAL.

THE SURVEY ALSO HELPED TO IDENTIFY AND DOCUMENT PROBLEM AREAS. FOR EXAMPLE, WE FOUND THAT THE INCOME GAP BETWEEN MEN AND WOMEN INCREASES OVER TIME. THIS FINDING ONCE AGAIN INDICATES THE IMPORTANCE OF

ATTRACTING WOMEN TO NON-TRADITIONAL PROGRAMS, IF THEY DESIRE TO EARN COMPARABLE SALARIES TO THOSE EARNED BY MEN.

RECOMMENDATIONS

(1) THAT A THREE TO FIVE-YEAR FOLLOW-UP SURVEY BECOME AN INTEGRAL PART OF THE OREGON COMMUNITY COLLEGE STATEWIDE FOLLOW-UP SYSTEM. THIS RECOMMENDATION IS PREMISED ON THE ASSUMPTION THAT ADEQUATE FUNDS WOULD BE MADE AVAILABLE FROM THE OREGON DEPARTMENT OF EDUCATION. IT IS PROBABLY NOT NECESSARY TO HAVE SUCH A SURVEY ON AN ANNUAL BASIS, PERHAPS ONCE EVERY THREE OR FIVE YEARS.

(2) THAT SUCH A SURVEY BE CONDUCTED PRIMARILY BY PHONE. THIS RECOMMENDATION IS BASED ON TWO FACTORS. FIRST, THE COSTS OF PRINTING AND POSTAGE ARE ACCELERATING WHEREAS PHONE CHARGES ARE REMAINING RELATIVELY STABLE. SECOND, ADDRESS INFORMATION FOR A THREE TO FIVE-YEAR FOLLOW-UP ARE GOING TO BE OUT-OF-DATE. MOST OF OUR RESPONSES WERE GATHERED BY PHONE.

(3) THAT THE RELEVANCY OF THE QUESTIONS BE REVIEWED. SOME OF THE QUESTIONS ADDED LITTLE TO THAT KNOWN THROUGH THE ANNUAL FOLLOW-UP. THIS IS ESPECIALLY SO WITH QUESTIONS DEALING WITH EVALUATION OF INSTRUCTIONAL AND STUDENT SERVICES. THE EMPHASIS IN A THREE TO FIVE-YEAR FOLLOW-UP SHOULD BE ON STUDENT OUTCOMES. FOR EXAMPLE, FOR THOSE STUDENTS WHO RETURNED TO THE COMMUNITY COLLEGE OR CONTINUED THEIR EDUCATION ELSEWHERE, IT WOULD BE VALUABLE TO KNOW IF THEY ACHIEVED THEIR EDUCATIONAL OBJECTIVE. OBTAINING A DEGREE IS NOT NECESSARILY A VALID MEASURE FOR ACHIEVEMENT OF OBJECTIVE WITHIN THE COMMUNITY

COLLEGE.

FOLLOW-UP

MHCC IS CURRENTLY CONDUCTING A PILOT TEST OF A FIVE-YEAR FOLLOW-UP QUESTIONNAIRE DEVELOPED BY THE COLLEGE BOARD. MHCC WILL CONTINUE TO CONDUCT FOLLOW-UP SURVEYS SINCE THEY PROVIDE A MAJOR MECHANISM FOR EVALUATING THE COLLEGE'S PERFORMANCE.

MHCC THREE YEAR FOLLOW-UP STUDY

Graduates and Former Full-Time Students
1977-78

HIGHLIGHTS

Respondent Characteristics

60% of the 1977-78 graduates and 40% of the former full-time students responded to the survey.

Of the graduate respondents, 79% were vocational majors while at MHCC with 21% lower division transfer. In comparison, 44% of the former students were vocational majors and 56% were LDC.

MHCC and Further Education

23% of the graduates and 30% of the former students responded that they had attended MHCC since 1977-78. Graduates returned primarily for self-enrichment courses, while former students returned to earn a degree or additional transfer credits.

33% of the graduates and 48% of the former students have continued their education at another institution since leaving MHCC.

Most of these have attended an Oregon four-year public college with 29% of the graduates and 36% of the former students earning the four-year degree within three years.

Almost three-fourths of the graduates and more than 80% of the former students responded that MHCC studies were related to their continued studies.

MHCC and Subsequent Employment

71% of the graduates and 61% of the former students are currently employed full-time.

80% of the employed graduates and 52% of the former students see their present job as related to their MHCC program.

The reason given most often by vocational majors for being in an unrelated job is that they had found a better job. The reasons given by LDC majors included: not planning to work in field of study, found a better job, and working to support self in school.

The average salary for graduates employed full-time is $1265/month and $1158/month for former students. Vocational majors are earning $1232/month compared to $1180/month for LDC majors. Since 1978, the

"income gap" has widened between graduates and former students while becoming less between vocational and transfer majors. The income gap has increased between men and women over this period.

91% of the respondents are satisfied or very satisfied with their jobs.

Evaluation of MHCC Instruction

75% of the LDC respondents rated their program courses as either good or excellent, and 74% rated their electives as either good or excellent.

88% of the vocational respondents rated their program's ability to prepare them for work as satisfactory or very satisfactory. In terms of help in finding a job, 51% rated MHCC as satisfactory or very satisfactory. Apparently many vocational students consider it their own responsibility to find a job. 26% answered this item as not applicable.

Evaluation of MHCC Student Services

74% or more of the respondents rated each student service listed as either satisfactory or very satisfactory.

Differences from Annual Follow-Up Studies

Vocational and LDC students tend to remain in and advance within their chosen field, at least for the three years covered.

Analysis of salary data suggests that the "income gap" widens between graduates and former students while becoming less between vocational and LDC students. The income gap has become larger between men and women.

The traditional distinction between vocational and transfer majors is somewhat arbitrary. A significant number of vocational majors continue their formal education and a significant number of transfer majors choose to enter the labor market as apposed to obtaining a four-year degree.

PREFACE

This follow-up study is part of a pilot project partially funded by the Oregon Department of Education (ODE) and involving five Oregon community colleges including MHCC. The questionnaire and survey procedures were designed by a committee of representatives from the community colleges and coordinated by Wanda Monthey of the ODE.

There were many individuals involved in the successful completion of the survey and preparation of this report. Program instructors helped in locating the students. Oregon Attitudes provided guidance throughout the project and implemented the telephone portion of the survey. Appreciation is also extended to student aides' David Bradley, Barbara Palora and Mary Miller for their assistance in record keeping and machine input of the data and text. Finally, the efforts of Dr. Mike Stevenson and Dr. John Keyser in the planning and editing of this report are gratefully acknowledged.

R. Dan Walleri

Dr. R. Dan Walleri
MHCC Research Office

MT. HOOD COMMUNITY COLLEGE DISTRICT

Three Year Follow-Up Study

1977-78

INTRODUCTION

The enclosed report describes the responses of graduates and former full-time students from the 1977-78 academic year. These same students were originally surveyed in the Spring of 1979. Through a grant from the ODE, MHCC conducted another follow-up survey of these students in the Spring of 1981 as a pilot project. The purpose is to determine if a three-year follow-up provides significantly more useful information than the current annual follow-up. Further, this study will assist in determining the cost effectiveness and feasibility of establishing a statewide three-year student follow-up system.

In addition to this report, the findings reported herein will also be used this year to create Program Assessment Documents (PADS) for twelve instructional programs. The intended use of the follow-up results and PADS are to provide the MHCCD Board, administrators and staff with base-line data for future comparisons, evaluations and modifications of programs and services. Externally, these results are also intended for federal vocational education funding compliance, Veteran's Administration program certification, as well as Oregon Department of Education (ODE) and Educational Coordinating Commission (ECC)

reporting, which leads indirectly to community college legislation and policy.

A graduate was identified as a 1977-78 associate degree or certificate recipient. A former student was identified as a non-graduating MHCC student who completed at least 24 units during 1977-78 and did not return to MHCC during Fall 1978 or Winter 1979. Implementation of the survey was divided into two parts. A single mailing was conducted toward the end of February 1981 with a postcard reminder mailed the first week of March. Those not responding by mail were included in the telephone portion of the survey, which began the middle of March and ended in April. This part of the survey was contracted to Oregon Attitudes. Priority in the telephone survey was given to vocational students. At least two calls to each student were made (excluding busy signal or no answer) with three or more calls until the student was contacted, or information on the student dead-ended. Students were traced across the country as far as New York city.

This report is divided into the following sections:

(1) Characteristics of responding graduates and former students,

(2) Further educational achievements of graduates and former students,

(3) Current employment status of graduates and former students approximately three years after leaving MHCC,

(4) Evaluation of MHCC instructional services, and

(5) Evaluation of MHCC student services.

Material found in the appendices include:

1. The survey instrument,
2. Major fields of study,

I. CHARACTERISTICS OF RESPONDING GRADUATES AND FORMER STUDENTS

The following statistics describe the characteristics of the responding MHCC graduates and former students:

	Graduates	Former Students
Number surveyed	717	1206
Number (%) responding	431(60%)	477(40%)
by mail	209(48%)	202(42%)
by telephone	222(52%)	275(58%)
Respondent: Sex		
female	50%	44%
male	50%	56%
Respondent: Age (as of 1981)		
18 - 25	40%	62%
26 - 33	35%	22%
34 +	25%	16%
Respondent: Race		
Caucasian	96%	92%
Minority	4%	8%
Respondent: Vocational	79%	44%
Lower Division Transfer	21%	56%

Respondent: MHCC Division (see Table 1)

Respondent: Current Employment Status (see Table 2)

The 60% response rate from graduates compares to 50% for the original follow-up conducted in Spring of 1979. The response rate from former students was only 14% in 1979 compared to 40% in this survey. The higher response rate was made possible by the grant from the ODE. Most of the responses were achieved via the telephone.

A detailed description of major fields of study for these respondents can be found in Appendix II. Table 1 presents a breakdown of the respondents by MHCC Division. Almost 40% of the responding graduates were in the Allied Health or Business Division. As reported above, 79% of the graduates were vocational majors compared to only 44% of the former students. An analysis of all respondents by major shows that 61% were vocational majors with 39% pre-professional and lower division transfer (LDC).

Table 1: MHCC Division of Responding Graduates and Former Students

Division	Graduates(%)	Former Students(%)
Adult Enrich	1(-%)*	7(1%)
Allied Health	76(18%)	27(6%)
Appren & Serv	24(6%)	11(2%)
Business	79(18%)	95(20%)
Communications	27(6%)	21(4%)
Health & PE	2(-%)*	4(-%)*
Industrial	35(8%)	27(6%)
Lit & Comp	3(1%)	7(2%)
Math/Physics	20(5%)	33(7%)
Maywood	(0%)	12(3%)
Perf & Visual Arts	4(1%)	22(5%)
Science	39(9%)	32(7%)
Social Science	43(10%)	54(11%)
Technical	47(11%)	36(8%)
Unspecified	31(7%)	87(18%)
TOTAL	431(100%)	477(100%)

*less than 1%

Table 2. Current Employment Status

	Graduates	Former Students
Full-Time Employed	305(71%)	287(61%)
Part-Time Employed	54(13%)	76(16%)
Unemployed	16(4%)	43(9%)
Not in the Labor Force	54(12%)	66(14%)
No Response	2	5
TOTAL	431(100%)	477(100%)

****

*Full-time employed equates to 30 or more hours per week; part-time employed to less than 30 hours per week. The difference between unemployed and not in the labor force is that the former refers to a respondent who is actively seeking work. For those not in the labor force and not in college, responses included: disabled, married, and other.

Since a majority of the former students were LDC majors, and because the response rate from former students is lower than from the graduates, the results reported herein are more representative of vocational majors than LDC majors.*

Table 2 summarizes the current employment status of graduates and former students approximately three years after leaving MHCC. Seventy-one percent of the graduates are employed full-time compared to 61% of the former students. This difference is accounted for by the higher participation rate of former students in continued education. Details of further educational patterns of graduates and former students after leaving MHCC are described in the next section. A breakdown of current employment status of all respondents by major shows that 70% of the vocational students and 58% of the transfer majors are employed full-time.

****

*The lower percentage of LDC graduates is due to the fact that most LDC majors plan to acquire a four year degree, and thus, have less incentive to graduate.

II. RELATIONSHIP BETWEEN MHCC'S INSTRUCTIONAL EXPERIENCE AND FURTHER EDUCATIONAL EXPERIENCES

First, MHCC graduates and former students were asked if they had attended MHCC since 1977-78. Twenty-three percent of the graduates and 30% of the former students responded that they had attended MHCC. Of the total survey population (including non-respondents), 36% of the graduates and 31% of the former students have actually attended MHCC since 1977-78. Thus, the graduates who responded to the survey underestimate the number who actually have attended MHCC since 1977-78.

The students who have returned were asked to describe their objective in returning to MHCC. The responses are described in Table 3 with the results reported both by degree status and field of study.

Table 3. Objectives in Returning to MHCC

Objectives	Graduates	Former	Vocational	LDC
To complete a one or two-year program	23(24%)	44(31%)	48(38%)	19(17%)
To earn credits for transfer	23(24%)	39(27%)	17(13%)	45(39%)
Occupational Upgrading	11(11%)	23(16%)	22(18%)	12(11%)
Self Enrichment	34(35%)	33(23%)	31(25%)	36(32%)
Other	6(6%)	4(3%)	8(6%)	2(1%)
TOTAL	97	143	126	114

The return of graduates and former students to MHCC can be explained by several factors. One-year certificate graduates return to complete the two-year associate degree program. Others return to earn additional credits for transfer to a four-year college or universit, while some take refresher courses related to employment. Many return for personal enrichment.

The remaining questions in this section deal with attendance at other educational institutions since 1977-78. Table 4 describes the number and percentage of graduates and former students who have attended college since 1977-78.

Table 4. Continued Education of Graduates and Former Full-Time Students

	Graduates	Former Students
Full-Time College	88(20%)	189(40%)
Part-Time College	54(13%)	39(8%)
Not in College	289(67%)	249(52%)
TOTAL	431(100%)	477(100%)

Clearly, former students have attended college more than graduates, which is to be expected. The results are even more dramatic by field of study. Of the students who have attended college full-time, 75% were transfer majors while at MHCC. Overall, 33% of graduates and 48% of former students have continued their education since leaving MHCC.

MHCC graduates and former students who have continued their education were asked, "Is your major course of study in the same area as your

program at Mt. Hood Community College?" The response is as follows:

Table 5. Course of Study Related to MHCC Program

	Graduates	Former	Vocational	LDC
Studies Related	77(53%)	137(60%)	61(45%)	153(65%)
Somewhat Related	30(21%)	51(22%)	29(22%)	52(22%)
Unrelated	37(26%)	40(18%)	45(33%)	32(13%)
TOTAL	144	228	135	237

Thus, almost three-fourths of the graduates and more than 80% of the former students feel their previous MHCC course of study is related to continued studies. An analysis of this item broken down between vocational and LDC respondents produces a similar distribution to that found for the graduate and former student categories. LDC students are more likely to take courses in their MHCC field of study than our graduates.

Tables 6 and 7 describe the type of institutions attended full-time by degree status and field of study respectively. The tables also show how many of the students graduated from each type of institution.

Table 6. Colleges and Universities Where MHCC Graduates and Former Students Have Attended Since 1977-78 and Completion Rate (Full-Time Only)

	Graduates		Former Students	
	Number	Graduate	Number	Graduate
Another Oregon Com College	5(6%)	4(80%)	26(14%)	6(23%)
Oregon Four-Year Public	63(71%)	18(29%)	119(63%)	43(36%)
Oregon Four-Year Private	9(10%)	5(56%)	5(3%)	2(40%)
Oregon Private Voc Sch	7(8%)	7(100%)	15(8%)	9(60%)
Other Community College	1(1%)	0(-%)	3(1%)	0(-%)
Other Four-Year College	4(4%)	2(50%)	13(7%)	6(46%)
Other Vocational School			2(1%)	1(50%)
Other			5(3%)	5(100%)
	N=89		N=188	

Most of the students transfer to an institution in the Oregon State System of Higher Education. Of the vocational majors who have transfered, 16% have graduated compared to 37% of the lower division transfer majors. Thus, the results indicate that most of the students who transfer to the State System do not graduate within three years. There are numerous reasons to explain why more of these students have not graduated. Many transfer at the sophmore level, especially former full-time students, and thus, it would take them longer to graduate. Others may attend only part-time during some terms and still others may "stop-out". From the employment status data reported above, it would also appear that others opt for entering the labor force rather than finishing their degree. Undoubtedly, some simply fail to maintain a level of academic progress necessary to continue. A longer follow-up period would be needed to develop a definitive evaluation.

Table 7. College of Attendence by Previous Major

(Full-Time Only)

	Vocational Majors		LDC Majors	
	Number	Graduate Rate	Number	Graduate Rate
Another Oregon Com College	15(22%)	5(33%)	16(8%)	5(31%)
Oregon Four-Year Public	31(45%)	5(16%)	151(72%)	56(37%)
Oregon Four-Year Private	6(9%)	2(33%)	8(4%)	5(63%)
Oregon Private Voc School	10(15%)	9(90%)	12(6%)	7(58%)
Other Community College	2(3%)	0(-%)	2(1%)	0(-%)
Other Four-Year College	2(3%)	1(50%)	15(7%)	7(47%)
Other Vocational School	0(-%)	0(-%)	2(1%)	1(50%)
Other	2(3%)	2(100%)	3(1%)	3(100%
	N=68		N=209	

Of the 142 graduates that transfered, 32 or 23% indicated difficulty in transferring credits compared to 10% of the former students. Clearly, vocational students have greater difficulty in transferring credits, which is understandable given that under most conditions vocational credits are not transferable by definition.

III. RELATIONSHIP BETWEEN MHCC'S INSTRUCTIONAL EXPERIENCES AND EMPLOYMENT

As described in the Introduction, about 80% of the respondents are employed. This section provides details on the employment of MHCC graduates and former full-time students.

First, the employed respondents were asked to describe how related their current employment is to their field of study at MHCC. The responses are as follows:

Table 8. Job Related to MHCC Program

	Graduates	Former Students
Job Related	66%	32%
Job Somewhat Related	14%	20%
Job Unrelated	20%	48%
	N=359	N=363

Thus, 80% of the graduates saw their present job as related or somewhat related to their MHCC program compared to only 52% of the former

students. These results are consistent with previous follow-up findings.

The major difference in the above findings is the greater percentage of graduates as apposed to former students working in a job related to their MHCC program. The reasons why MHCC graduates and former students are not working in their field of study can be learned from the responses to the following question: "If your job is not in the same field as your training at Mt. Hood Community College, why not?"

The responses to this item are described in Table 9.

Table 9. Reasons Given by Graduates and Former Students for Why They are Not Working in Their Field of Study

REASON	GRADUATES	FORMER STUDENTS
Found a better job in another field	13 (19%)	32 (19%)
Took an available job to put myself through school	9 (13%)	27 (16%)
Did not plan to work in a job related to my community college program	9 (13%)	23 (14%)
Tried to find a related job, but was unable to find one	13 (19%)	15 (9%)
Found I did not like the type of work in the area I studied	9 (13%)	14 (8%)
Did not feel qualified in the area I studied	2 (3%)	10 (6%)
Other	14 (20%)	46 (28%)
	N=72	N=175

Besides "other", we see that the most frequently given reason why graduates and former students are not working in their program field is that they have found a better job in another field. Out of the 722 employed respondents, only 40 or 6% did not feel qualified or could not find a program related job.

Perhaps a more revealing analysis of job relatedness is one broken down by major. Considering program objectives and the general nature of the job market, one would expect a higher percentage of vocational majors to have secured program related jobs. The following statistics illustrate this relationship:

Table 10. Job Related to MHCC Program by Field of Study

	Vocational Majors	LDC Majors
Job Related	63%	23%
Job Somewhat Related	14%	23%
Job Unrelated	23%	54%
	N=458	N=264

For the vocational majors, the most common reason given for their current job being unrelated to their MHCC program is that they had found a better job. LDC majors gave numerous reasons including; not planning to work in field of study, found better job, and working to support self in school.

Of those respondents full-time employed, 67% held program related jobs. Of those full-time employed in an unrelated job, the major reasons listed are "found a better job" and "other".

Those with program related jobs were asked to provide the location of their employment. These results are as follows:

Table 11. Location of Employment

Where Employed	Number	Percent
Portland Area	340	72%
Willamette Valley	36	8%
Oregon Coast	11	2%
Other Oregon	25	5%
Outside Oregon	61	13%
TOTAL	473	100%

The respondents' current monthly income before deductions are described in Table 12. The average salary for graduates employed full-time is $1265/month and $1158/month for former students employed full-time.

Table 12. Current Monthly Income of Graduates and Former Students Full-Time Employed and by Major Field of Study*

Graduates	Former Students	Salary	Vocational	LDC
1%	1%	Under $500	1%	2%
3%	6%	$500 - 599	4%	5%
2%	5%	$600 - 699	3%	3%
17%	18%	$700 - 899	16%	19%
24%	31%	$900 - 1199	26%	29%
22%	17%	$1200 - 1499	22%	17%
17%	9%	$1500 - 1799	14%	12%
14%	13%	Over $1800	14%	13%
N=290	N=259		N=362	N=187
Avg=$1265	$1158		$1232	$1180

****

*Full-time employment was specified as over 30 hours per week. Part-time employment was specified as less than 30 hours per week.

The results indicate graduates earn more than former students and vocational students earn more than transfer majors. These differences are consistent with annual follow-up studies except the "income gap" between graduates and former students is widening, while becomming less between vocational and transfer majors. That is, the difference between the average salaries of graduates and former students was only $41 in 1979 compared to $107 in 1981. For vocational and transfer majors, the difference has been reduced from $130 to $52. Although these trends are consistent with other studies, the data reported here is based on different samples and thus, the results could be artifactual.

Since we have experienced accelerating inflation over the last several years, it is important to know how well salaries earned by MHCC graduates entering the job market are keeping pace. The average monthly salary for the class of 1978 was $972 in Spring 1979 compared to $1265 in Spring 1981. This is an increase of 30%, which obviously includes more than inflation. That is, graduates have advanced from the entry level positions they assumed in 1979.*

****

*Similar data for former students is not reported because of the low response rate which produces higher variability in average monthly income from year to year as reported by the sample of respondents.

Much of the variablity in monthly income reported by graduates and former students can be explained by their program major. Table 13 reports the average monthly income of respondents with full-time program related jobs for 36 selected programs. Results are included for all vocational programs in which there were 4 or more respondents with full-time program related jobs. Also reported for each of these 36 programs is the minimum monthly income, maximum monthly income, and the percentage of those respondents employed who had program related jobs. The programs which rank highest in terms of average monthly income are; Occupational Safety, Supervision in Business, Machine Shop, Food Science, and Funeral Service. In these programs, the average monthly salary is over $1500. For those programs which we have comparable data from the original follow-up survey (Spring 1979), the average increase in salaries over the two intervening years is $253 or 25%. For example, two years ago the machinists reported an average salary of $1493 compared to $1695 in Spring 1981.

Table 13. Average Monthly Income of Respondents with Full-Time Program Related Jobs by Program*

Program	Average Salary	Minimum	Maximum	N	% with Program Related Jobs**
Accounting	$1094	$ 800	$1350	8	67% (N=12)
Auto Parts	1075	800	1350	4	80% (N= 5)
Auto Tech (Dom)	1180	800	1650	5	63% (N= 8)
Auto Tech (Imp)	1308	550	1900	6	100% (N= 6)
Business Adm	1281	800	1900	21	58% (N=38)
Bus Equip Serv	1290	1050	1650	5	83% (N= 6)
Business Mgmt	1365	550	1900	17	77% (N=22)
Civil Eng	1421	1050	1900	7	78% (N= 9)
Comp Clerical	813	550	1050	8	67% (N=12)
Dental Hyg	1250	1050	1350	9	100% (N=10)
Early Child Ed	721	450	1350	7	78% (N= 9)
Elec Eng	1471	800	1900	12	92% (N=13)
Elec Serv	1315	1050	1900	10	77% (N=13)
Exec Sec	1000	650	1650	6	100% (N= 6)
Fisheries	1058	800	1350	6	75% (N= 8)
Food Science	1580	1350	1900	5	75% (N= 8)
Forestry	1213	800	1900	15	60% (N=25)
Funeral Serv	1527	1050	1900	22	88% (N=25)
Horticulture	1080	550	1650	5	100% (N= 5)

Table 13 continued

Comm Arts Tech	900	800	1050	5	71% (N= 7)
Law Enforcement	1243	550	1900	7	54% (N=13)
Legal Sec	1280	1050	1900	5	100% (N= 5)
Machine Shop	1695	1350	1900	10	77% (N=13)
Medical Asst	900	800	1050	5	71% (N= 7)
Medical Sec	921	650	1050	7	100% (N= 7)
Mental Health	930	800	1350	10	91% (N=11)
Nursing	1328	550	1650	9	90% (N=10)
Occup Safety	1775	1650	1900	4	100% (N= 4)
Occup Therapy	956	800	1050	8	100% (N= 9)
Phys Therapy Asst	1058	800	1350	6	100% (N= 6)
Resp Therapy	1444	1050	1900	9	100% (N=10)
Super in Business	1767	1350	1900	6	88% (N= 8)
Surgical Tech	1033	650	1350	6	100% (N= 6)
TV Production	1075	800	1350	4	50% (N= 8)
Typist/Rec	900	800	1050	5	71% (N= 7)
Welding	1400	800	1650	7	64% (N=11)

****

*Only those programs in which there were 4 or more respondents with full-time program related jobs are reported.

**Percentage is that of those employed.

Table 14. Sex and Monthly Income of Full-Time Employed Respondents

Respondents' Monthly Income	Respondents' Sex: Male	Female
Under $500	.5%	2%
$500 - 599	2%	4%
$600 - 699	.5%	5%
$700 - 899	7%	27%
$900 - 1199	20%	39%
$1200 - 1499	24%	17%
$1500 - 1799	24%	4%
Over $1800	22%	2%
	N=205	N=178

If the difference in salaries earned by these men and women respondents were the result of sex discrimination by employers, then there would be little that the college could do directly to reduce the differential. Since the results are apparently caused by the students' selection of field of study, however, the college can impact upon the differential by attempting to attract more women into non-traditional, higher paying fields.

Finally, the students were asked to rate various aspects of their present jobs according to degree of satisfaction. The results are described in Table 15.

Table 15. Job Satisfaction (Graduates and Former Students Combined)

	Less Than Satisfactory	Satisfactory	Very Satisfactory
Salary	128 (18%)	394 (55%)	192 (27%)
Promotion Opportunities	169 (27%)	268 (42%)	200 (31%)
Getting Along with Fellow Workers	10 (1%)	223 (32%)	477 (67%)
Actual Work	64 (9%)	263 (37%)	388 (54%)
Location	76 (11%)	299 (42%)	337 (47%)

Overall, MHCC graduates and former students are satisfied with their present jobs. Consistent with previous follow-up surveys, the respondents are less satisfied with salary and promotion opportunities than with the other aspects of their jobs.

IV. EVALUATION OF MHCC INSTRUCTIONAL SERVICES

The graduates and former students were also asked to evaluate the quality of instruction received. As mentioned previously, the vocational and LDC majors were asked different questions.

LDC majors were asked to rate their required courses and electives separately. The results are as follows:

Table 16. LDC Majors Rating of Instruction

	BAD	POOR	AVERAGE	GOOD	EXCELLENT
Program Courses	4(2%)	7(4%)	32(19%)	88(52%)	39(23%)
Electives	2(1%)	10(6%)	32(19%)	88(52%)	38(22%)

Thus, 75% of the respondents rated their program courses as either good or excellent, and 74% rated their electives as either good or excellent. These ratings transform into a GPA of approximately 2.9 or a letter grade just below B.

The LDC majors were also asked to briefly describe any significant strengths or weaknesses in their instructional program. These comments are listed in Appendix V.

The vocational majors were asked to rate MHCC efforts to advise them of employment opportunities prior to enrolling in the program, prepare them for the program field, help find employment, and provide

post-employment training, and provide them with skills required by their employer. The results are as follows:

Table 17. Vocational Majors Rating of Instruction

	NA	LESS THAN SAT	SATISFIED	VERY SAT
(A) Advise on employment	101(19%)	106(20%)	232(43%)	96(18%)
(B) Job Preparation	29(6%)	33(6%)	211(40%)	254(48%)
(C) Help find employment	135(26%)	117(23%)	169(33%)	96(18%)
(D) Post-employment training	212(41%)	70(14%)	149(29%)	83(16%)
(E) Provide skills	45(9%)	27(5%)	175(34%)	268(52%)

The findings reveal that the respondents are most satisfied with training for employment, 88% satisfied or very satisfied with job preparation and 87% with provision of skills required by employer. This finding reflects the priority mission of vocational programs and the close relationship maintained between the programs and area employers. Although a majority of respondents are satisfied with the advise given on employment opportunities and help in finding employment, there is a relatively large minority that is less than satisfied. The large percentage of students rating post-employment training as "not applicable" reflects the fact that this type of training is only offered when demand warants.

V. EVALUATION OF MHCC STUDENT SERVICES

The graduate and former students were asked to indicate from a list of fourteen student services which they used and to rate those that they used. The results are as follows:

	Used Service		Ratings When Used		
	Yes	No	Less Than Satisfied	Satisfied	Very Satisfied
Counseling Center	222	183	26%	50%	24%
Financial Aid	157	252	14%	44%	42%
Job Placement	84	321	26%	50%	24%
Veterans Affairs	58	348	5%	40%	55%
Health Services	59	344	5%	64%	31%
Admissions & Rec	387	15	6%	70%	24%
Student Activities	78	324	12%	41%	47%
Instructor Advising	260	141	10%	39%	51%
Co-op Work Exp	97	306	7%	34%	59%
Clinical	74	329	10%	34%	56%
Field Exp	71	328	7%	30%	63%
Bookstore	391	15	9%	62%	29%
Library	380	23	2%	47%	51%
Developmental Ed	74	326	5%	34%	61%

Thus, for each student service at least 74% of the respondents gave a rating of satisfactory or very satisfactory. Admissions and Records, Health Services, Veterans Affairs, Coop-Work Experience, Clinical Experience (i.e., Allied Health), Field Experience, the Library, Bookstore, and Developmental Education received the highest percentage of positive ratings. Job Placement and the Counseling Center received the highest percentage of negative ratings. Caution should be exercised in drawing any comparisons among these services. They differ widely in the scope and type of services offered. These results are consistent with previous follow-up surveys revealing a high degree of satisfaction with Student Services.

APPENDICES

Appendix I contains a sample of the survey instrument used in this year's follow-up study. Appendix II describes the distribution of responses to the survey by major and broken down between graduates and former students.

APPENDIX I

THE SURVEY INSTRUMENT

VOCATIONAL SURVEY

MT. HOOD COMMUNITY COLLEGE THREE-YEAR
FOLLOW-UP SURVEY

1. What was your program major while attending Mt. Hood Community College in 1977-78? (please indicate in the space below)

_____

2. Have you attended Mt. Hood Community College since 1977-78? (please circle the number of your answer)

1. YES
2. NO → If no, skip from here to question 4

(if yes to question 2)

3. What has been your objective in attending Mt. Hood Community College since 1977-78? (circle all numbers that apply)

1. TO COMPLETE A ONE OR TWO-YEAR PROGRAM
2. TO EARN GREDITS FOR TRANSFER TO ANOTHER COLLEGE OR UNIVERSITY
3. OCCUPATIONAL UPGRADING OR REFRESHER
4. SELF ENRICHMENT/IMPROVEMENT
5. OTHER (Specify) _____

_____

_____

4. Have you attended any other educational institutions since 1977-78? (please circle the number of your answer)

1. YES
2. NO → If no, skip from here to Q. 9

Answer Q. 5 - Q. 8 only
if you answered YES to
Q. 4

(if YES to Question 4)

5. Indicate in the space below the names of the institutions where you continued your education at either full-time (12 or more hours) or part-time (less than 12 hours).

Full-time 12 or more hours	Part-time less than 12 hours
_____	_____
_____	_____
_____	_____

(if YES to Question 4)

6. Have your studies been related to your Mt. Hood Community College program? (circle number of answer)

1. Related
2. Somewhat related
3. Unrelated

(if YES to Question 4)

7. Did you have any trouble transferring your Mt. Hood Community College credits to another institution? (circle number of answer)

1. YES
2. NO
3. NOT APPLICABLE

7b. Please describe _____

_____

_____

(if YES to Question 4)

8a. Have you graduated from another insitution? (circle the number of answer)

1. YES
2. NO

8b. Give name of institution and degree received.

_____
Institution Degree Received

_____
Institution Degree Received

9. Please rate Mt. Hood Community College's efforts in your behalf.
(circle appropriate response)

		LESS THAN SATISFACTORY	SATISFACTORY	VERY SATISFACTORY	NOT APPLICABLE
A.	To advise you of employment opportunities before you enrolled in the program	1	2	3	4
B.	To prepare you for your program field	1	2	3	4
C.	To help you find employment	1	2	3	4
D.	To provide you with post-employment training	1	2	3	4
E.	To provide you with the skills required by your employer	1	2	3	4

Now, we'd like to ask you some questions concerning employment.

10. What is your current employment status? (circle one number)

1. EMPLOYED FULL TIME (30 or more hours a week)
2. EMPLOYED PART TIME (less than 30 hours a week)
3. UNEMPLOYED, SEEKING EMPLOYMENT → If unemployed, skip to Q. 16
4. UNEMPLOYED, NOT SEEKING EMPLOYMENT → If unemployed, skip to Q. 16

(if answered EMPLOYED FULL TIME OR PART TIME to Q. 10)

11. If you are working, how happy are you with the following areas of your present job?
(circle appropriate response)

		LESS THAN SATISFACTORY	SATISFACTORY	VERY SATISFACTORY	NOT APPLICABLE
A.	Salary	1	2	3	4
B.	Chance for promotion	1	2	3	4
C.	Getting along with others	1	2	3	4
D.	The actual work you do	1	2	3	4
E.	Location	1	2	3	4

(if answered EMPLOYED FULL TIME OR PART TIME to Question 10)

12. Is this job related to your Mt. Hood Community College program of study? (circle one number)

1. RELATED
2. SOMEWHAT RELATED
3. UNRELATED

If unrelated, skip to Question 14.

(if answered RELATED or SOMEWHAT RELATED to Question 11)

13. What is your job title? _____

What are your duties? _____

_____

Where located? City _____ State _____

Skip to Question 15

(if answer UNRELATED to Question 12)

14. Why is it unrelated? (circle all numbers that apply)

1. TRIED TO FIND RELATED JOB, UNABLE TO
2. DID NOT FEEL QUALIFIED IN THE AREA I STUDIED
3. FOUND I DIDN'T LIKE THE TYPE OF WORK IN AREA I STUDIED
4. DID NOT PLAN TO WORK IN A JOB RELATED TO MY FIELD OF STUDY
5. FOUND A BETTER JOB IN ANOTHER FIELD
6. TOOK AN AVAILABLE JOB TO PUT ME THROUGH SCHOOL
7. OTHER, specify _____

_____

15. What is your monthly income before taxes? We are not prying. We will average the responses so that we can inform future Mt. Hood Community College students what they can expect to earn. (circle number of answer)

1. UNDER $500
2. $500 - $599
3. $600 -$699
4. $700 - $899
5. $900 - $1199
6. $1200 -$1499
7. $1500 -$1799
8. OVER $1800

An important part of this study is to find out what services you used while attending Mt. Hood Community College and how helpful you found them. The next question relates to Mt. Hood Community College services.

16. Check whether or not you used each of the following services at Mt. Hood Community College. Rate the help you received from each service you used.

	USED SERVICE		Ratings when used (circle appropriate numbers)		
	YES	NO	LESS THAN SATISFACTORY	SATISFACTORY	VERY SATISFACTORY
Counseling Center	___	___	1	2	3
Financial Aid	___	___	1	2	3
Job Placement	___	___	1	2	3
Veteran Affairs	___	___	1	2	3
Health Services	___	___	1	2	3
Admissions & Registration	___	___	1	2	3
Student Activities (government, athletics)	___	___	1	2	3
Instructor Advising (selecting class schedule, etc.)	___	___	1	2	3
Co-op Work Experience	___	___	1	2	3
Clinical/Practicum Exp.	___	___	1	2	3
Field Experience Course	___	___	1	2	3
Bookstore	___	___	1	2	3
Library	___	___	1	2	3
Developmental Ed. Div. (special help in reading, writing & math)	___	___	1	2	3

Please use the space below for any comments. You might want to comment on the quality of instruction or student services at Mt. Hood Community College; your satisfaction with your present job; any difficulties you had transferring to another school; or additional training needs.

Thank you. We appreciate your participation in this project.

LDC SURVEY

MT. HOOD COMMUNITY COLLEGE THREE-YEAR
FOLLOW-UP SURVEY

1. What was your program major while attending Mt. Hood Community College in 1977-78? (please indicate in the space below)

_____

2. Have you attended Mt. Hood Community College since 1977-78? (please circle the number of your answer)

1. YES
2. NO → If no, skip from here to question 4

(if yes to question 2)

3. What has been your objective in attending Mt. Hood Community College since 1977-78? (circle all numbers that apply)

1. TO COMPLETE A ONE OR TWO-YEAR PROGRAM
2. TO EARN GREDITS FOR TRANSFER TO ANOTHER COLLEGE OR UNIVERSITY
3. OCCUPATIONAL UPGRADING OR REFRESHER
4. SELF ENRICHMENT/IMPROVEMENT
5. OTHER (Specify) _____

_____

_____

4. Have you attended any other educational institutions since 1977-78? (please circle the number of your answer)

1. YES
2. NO → If no, skip from her to Q. 9

Answer Q. 5 - Q. 8 only
if you answered YES to
Q. 4

(if YES to Question 4)

5. Indicate in the space below the names of the institutions where you continued your education at either full-time (12 or more hours) or part-time (less than 12 hours).

Full-time 12 or more hours	Part-time less than 12 hours
_____	_____
_____	_____
_____	_____

(if YES to Question 4)

6. Have your studies been related to your Mt. Hood Community College program? (circle number of answer)

1. Related
2. Somewhat related
3. Unrelated

(if YES to Question 4)

7. Did you have any trouble transferring your Mt. Hood Community College credits to another institution? (circle number of answer)

1. YES
2. NO
3. NOT APPLICABLE

7b. Please describe _____

_____

_____

(if YES to Question 4)

8a. Have you graduated from another insitution? (circle the number of answer)

1. YES
2. NO

8b. Give name of institution and degree received.

_____
Institution Degree Received

_____
Institution Degree Received

9. Please provide us with your evaluation of instruction recieved at MHCC.

(circle appropriate response)

A. Required courses for your major	BAD	POOR	AVERAGE	GOOD	EXCELLENT
B. Electives	BAD	POOR	AVERAGE	GOOD	EXCELLENT

Please describe any significant strengths or weaknesses: _____

_____

_____

_____

Now, we'd like to ask you some questions concerning employment.

10. What is your current employment status? (circle one number)

1. EMPLOYED FULL TIME (30 or more hours a week)
2. EMPLOYED PART TIME (less than 30 hours a week)
3. UNEMPLOYED, SEEKING EMPLOYMENT → If unemployed, skip to Q. 16
4. UNEMPLOYED, NOT SEEKING EMPLOYMENT → If unemployed, skip to Q. 16

(if answered EMPLOYED FULL TIME OR PART TIME to Q. 10)

11. If you are working, how happy are you with the following areas of your present job?

(circle appropriate response)

	LESS THAN SATISFACTORY	SATISFACTORY	VERY SATISFACTORY	NOT APPLICABLE
A. Salary	1	2	3	4
B. Chance for promotion	1	2	3	4
C. Getting along with others	1	2	3	4
D. The actual work you do	1	2	3	4
E. Location	1	2	3	4

(if answered EMPLOYED FULL TIME OR PART TIME to Question 10)

12. Is this job related to your Mt. Hood Community College program of study? (circle one number)

    1. RELATED
    2. SOMEWHAT RELATED
    3. UNRELATED

    If unrelated, skip to Question 14.

(if answered RELATED or SOMEWHAT RELATED to Question 11)

13. What is your job title? _____

    What are your duties? _____

    _____

    Where located? City _____ State _____

    Skip to Question 15

(if answer UNRELATED to Question 12)

14. Why is it unrelated? (circle all numbers that apply)

    1. TRIED TO FIND RELATED JOB, UNABLE TO
    2. DID NOT FEEL QUALIFIED IN THE AREA I STUDIED
    3. FOUND I DIDN'T LIKE THE TYPE OF WORK IN AREA I STUDIED
    4. DID NOT PLAN TO WORK IN A JOB RELATED TO MY FIELD OF STUDY
    5. FOUND A BETTER JOB IN ANOTHER FIELD
    6. TOOK AN AVAILABLE JOB TO PUT ME THROUGH SCHOOL
    7. OTHER, specify _____

    _____

15. What is your monthly income before taxes? We are not prying. We will average the responses so that we can inform future Mt. Hood Community College students what they can expect to earn. (circle number of answer)

    1. UNDER $500
    2. $500 - $599
    3. $600 -$699
    4. $700 - $899
    5. $900 - $1199
    6. $1200 -$1499
    7. $1500 -$1799
    8. OVER $1800

An important part of this study is to find out what services you used while attending Mt. Hood Community College and how helpful you found them. The next question relates to Mt. Hood Community College services.

16. Check whether or not you used each of the following services at Mt. Hood Community College. Rate the help you received from each service you used.

	USED SERVICE		Ratings when used (circle appropriate numbers)		
	YES	NO	LESS THAN SATISFACTORY	SATISFACTORY	VERY SATISFACTORY
Counseling Center	___	___	1	2	3
Financial Aid	___	___	1	2	3
Job Placement	___	___	1	2	3
Veteran Affairs	___	___	1	2	3
Health Services	___	___	1	2	3
Admissions & Registration	___	___	1	2	3
Student Activities (government, athletics)	___	___	1	2	3
Instructor Advising (selecting class schedule, etc.)	___	___	1	2	3
Co-op Work Experience	___	___	1	2	3
Clinical/Practicum Exp.	___	___	1	2	3
Field Experience Course	___	___	1	2	3
Bookstore	___	___	1	2	3
Library	___	___	1	2	3
Developmental Ed. Div. (special help in reading, writing & math)	___	___	1	2	3

Please use the space below for any comments. You might want to comment on the quality of instruction or student services at Mt. Hood Community College; your satisfaction with your present job; any difficulties you had transferring to another school; or additional training needs.

Thank you. We appreciate your participation in this project.

APPENDIX II

MAJOR FIELDS OF STUDY

FORMER STUDENTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PSYCHOLOGY	L20A	9	1.9	1.9	1.9
ACCOUNTING TECH	P10A	9	1.9	1.9	3.8
COMMERCIAL ART	L10B	2	0.4	0.4	4.2
FINE ARTS	L10E	1	0.2	0.2	4.4
MUSIC	L10F	16	3.4	3.4	7.8
ACCOUNTING-C	P10M	1	0.2	0.2	8.0
UNDECIDED	U00S	6	1.3	1.3	9.2
FLORISTRY	P01A	5	1.0	1.0	10.3
ADMIN SEC	P11A	1	0.2	0.2	10.5
ELECT SERV	P21A	7	1.5	1.5	11.9
LAW ENFORCEMENT	L21B	10	2.1	2.1	14.0
HORTICULTURE	P01B	7	1.5	1.5	15.5
LEGAL SEC	P11B	3	0.6	0.6	16.1
ENGINEERING	L21C	10	2.1	2.1	18.2
INDUSTRIAL TECH	L21D	2	0.4	0.4	18.7
FORESTRY-1YR	L01M	2	0.4	0.4	19.1
TYPIST-REC	P11M	3	0.6	0.6	19.7
WELDING	P31M	8	1.7	1.7	21.4
COMP CLERICAL	P11S	1	0.2	0.2	21.6
ABE-GED	R01S	2	0.4	0.4	22.0
COMP CLERICAL-C	P11T	17	3.6	3.6	25.6
ARCHITECT-INT	L02A	2	0.4	0.4	26.0
HLTH CARE ADMIN	L12A	1	0.2	0.2	26.2
ARCHIT TECH	P32A	1	0.2	0.2	26.4

ENG DRAFTING	P32B	1	0.2	0.2	26.6
DENTISTRY-PP	L12C	3	0.6	0.6	27.3
GEOGRAPHY	L22C	1	0.2	0.2	27.5
GRAPHIC DESIGN	P32C	2	0.4	0.4	27.9
POL SCI	L22D	6	1.3	1.3	29.1
GRAPHICS TECH	P32D	4	0.8	0.8	30.0
SOCIOLOGY	L22F	2	0.4	0.4	30.4
MEDICINE-PP	L12H	2	0.4	0.4	30.8
NURSE-PP	L12J	4	0.8	0.8	31.7
VETERINARY-PP	L12L	2	0.4	0.4	32.1
CAMERA ART-C	P32N	2	0.4	0.4	32.5
ADULT ENRICH	R02S	7	1.5	1.5	34.0
FISH TECH	P03A	2	0.4	0.4	34.4
DENTAL HYGIENE	P13A	1	0.2	0.2	34.6
RADIO PROD	P33A	8	1.7	1.7	36.3
TV PROD	P33C	2	0.4	0.4	36.7
FISH SPEC	P03S	1	0.2	0.2	36.9
GEN STUDIES	L34A	4	0.8	0.8	37.7
FORESTRY	P04A	14	2.9	2.9	40.7
NURSING	P14A	10	2.1	2.1	42.8
COSMETOLOGY	P24A	3	0.6	0.6	43.4
GEN STUDIES	P34A	77	16.1	16.1	59.5
BIOLOGY	L04B	8	1.7	1.7	61.2
LEGAL ASST	L14B	1	0.2	0.2	61.4
JOUR ARTS TECH	P34C	2	0.4	0.4	61.8
NURSING ASST-C	P14S	9	1.9	1.9	63.7
BUSINESS ADMIN	L05A	37	7.8	7.8	71.5

ENGLISH	L15A	4	0.8	0.8	72.3
HISTORY	L25A	1	0.2	0.2	72.5
BUSINESS ED	L05B	2	0.4	0.4	73.0
SPEECH	L15B	1	0.2	0.2	73.2
MENTAL HLTH	P15B	3	0.6	0.6	73.8
OCCUP THER ASST	P15C	2	0.4	0.4	74.2
PHYSICAL THER ASST	P15E	1	0.2	0.2	74.4
RN REFRESHER	P15T	5	1.0	1.0	75.5
JOURNALISM	L06A	2	0.4	0.4	75.9
PHYSICAL ED	L26A	4	0.8	0.8	76.7
CIVIL ENG TECH	P06A	6	1.3	1.3	78.0
MEDICAL SEC	P16A	4	0.8	0.8	78.8
FOOD SCI TECH	P06B	1	0.2	0.2	79.0
COMPUTER SCI	L07A	3	0.6	0.6	79.7
MATHEMATICS	L17A	2	0.4	0.4	80.1
ELECT ENG TECH	P27A	7	1.5	1.5	81.6
ART ED	L08A	1	0.2	0.2	81.8
AUTO PARTS TECH	P08A	2	0.4	0.4	82.2
TRANS & DIST	P18A	2	0.4	0.4	82.6
MACHINE SHOP	P28A	7	1.5	1.5	84.1
ELEM ED	L08B	13	2.7	2.7	86.8
AVIATION	P18B	3	0.6	0.6	87.4
GEN ARTS	L08C	3	0.6	0.6	88.1
BUSINESS MGMT	P08C	18	3.8	3.8	91.8
SECONDARY ED	L08D	1	0.2	0.2	92.0
OCC SFTY	P08D	2	0.4	0.4	92.5
OFF MACH TECH	P08E	2	0.4	0.4	92.9

SUPER BUS	P08F	1	0.2	0.2	93.1
EARLY CHILD	P19A	6	1.3	1.3	94.3
AUTO DOMESTIC	P29A	2	0.4	0.4	94.8
CHEMISTRY	L19B	2	0.4	0.4	95.2
REAL ESTATE	P09B	7	1.5	1.5	96.6
AUTO IMPORT	P29B	3	0.6	0.6	97.3
GEN SCI	L19C	6	1.3	1.3	98.5
GEN SOC SCI	L49C	2	0.4	0.4	99.0
GEOLOGY	L19D	3	0.6	0.6	99.6
PHYSICS	L19F	2	0.4	0.4	100.0
		---	---	---	
	TOTAL	477	100.0	100.0	

GRADUATES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PSYCHOLOGY	L20A	2	0.5	0.5	0.5
ACCOUNTING TECH	P10A	5	1.2	1.2	1.6
COMMERCIAL ART	L10B	2	0.5	0.5	2.1
MUSIC	L10F	2	0.5	0.5	2.6
ACCOUNTING-C	P10M	2	0.5	0.5	3.0
FLORISTRY	P01A	12	2.8	2.8	5.8
ADMIN SEC	P11A	6	1.4	1.4	7.2
ELECT SERV	P21A	9	2.1	2.1	9.3
LAW ENFORCEMENT	L21B	6	1.4	1.4	10.7
HORTICULTURE	P01B	2	0.5	0.5	11.1
LEGAL SEC	P11B	5	1.2	1.2	12.3
ENGINEERING	L21C	1	0.2	0.2	12.5
MEDICAL ASST	P11C	7	1.6	1.6	14.2
HORT-C	P01M	1	0.2	0.2	14.4
TYPIST-REC	P11M	5	1.2	1.2	15.5
ELECT SERV-C	P21M	1	0.2	0.2	15.8
WELDING	P31M	7	1.6	1.6	17.4
MEDICAL REC-C	P11N	4	0.9	0.9	18.3
ARCHIT TECH	P32A	3	0.7	0.7	19.0
ENG DRAFTING	P32B	3	0.7	0.7	19.7
GRAPHICS TECH	P32D	4	0.9	0.9	20.6
NURSE-PP	L12J	1	0.2	0.2	20.9
ADULT ENRICH	R02S	1	0.2	0.2	21.1
FISH TECH	P03A	9	2.1	2.1	23.2

DENTAL HYGIENE	P13A	15	3.5	3.5	26.7
TV PROD	P33C	9	2.1	2.1	28.8
FISH TECH-C	P03M	1	0.2	0.2	29.0
GEN STUDIES	L34A	2	0.5	0.5	29.5
FORESTRY	P04A	18	4.2	4.2	33.6
NURSING	P14A	17	3.9	3.9	37.6
COSMETOLOGY	P24A	2	0.5	0.5	38.1
GEN STUDIES	P34A	29	6.7	6.7	44.8
BIOLOGY	L04B	1	0.2	0.2	45.0
JOUR ARTS TECH	P34C	10	2.3	2.3	47.3
BUSINESS ADMIN	L05A	21	4.9	4.9	52.2
HISTORY	L25A	1	0.2	0.2	52.4
RESPIRATORY THER	P15A	14	3.2	3.2	55.7
SPEECH	L15B	1	0.2	0.2	55.9
MENTAL HLTH	P15B	15	3.5	3.5	59.4
OCCUP THER ASST	P15C	8	1.9	1.9	61.3
SURGICAL	P15D	10	2.3	2.3	63.6
PHYSICAL THER ASST	P15E	11	2.6	2.6	66.1
RN REFRESHER	P15T	1	0.2	0.2	66.4
JOURNALISM	L06A	3	0.7	0.7	67.1
PHYSICAL ED	L26A	2	0.5	0.5	67.5
CIVIL ENG TECH	P06A	5	1.2	1.2	68.7
MEDICAL SEC	P16A	3	0.7	0.7	69.4
FOOD SCI TECH	P06B	10	2.3	2.3	71.7
MATHEMATICS	L17A	2	0.5	0.5	72.2
ELECT ENG TECH	P27A	7	1.6	1.6	73.8
AUTO PARTS TECH	P08A	4	0.9	0.9	74.7

TRANS & DIST	P18A	3	0.7	0.7	75.4
MACHINE SHOP	P28A	9	2.1	2.1	77.5
ELEM ED	L08B	1	0.2	0.2	77.7
FUNERAL	P08B	26	6.0	6.0	83.8
AVIATION	P18B	2	0.5	0.5	84.2
GEN ARTS	L08C	3	0.7	0.7	84.9
BUSINESS MGMT	P08C	17	3.9	3.9	88.9
OCC SFTY	P08D	3	0.7	0.7	89.6
OFF MACH TECH	P08E	5	1.2	1.2	90.7
SUPER BUS	P08F	7	1.6	1.6	92.3
OFF MACH-C	P08M	1	0.2	0.2	92.6
EARLY CHILD	P19A	10	2.3	2.3	94.9
AUTO DOMESTIC	P29A	7	1.6	1.6	96.5
REAL ESTATE	P09B	1	0.2	0.2	96.8
AUTO IMPORT	P29B	5	1.2	1.2	97.9
GEN SCI	L19C	1	0.2	0.2	98.1
GEN SOC SCI	L49C	8	1.9	1.9	100.0
		---	---	---	
	TOTAL	431	100.0	100.0	

FEB 26 1982

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024